

**Bibliographic Control of Web Resources:  
A Library of Congress Action Plan**

**Charge for LIS Education Task Force (Action Item 5.1):  
A Joint ALCTS/ALISE Task Force**

**1. Leadership**

**Lead Person:** Beth Picknally Camden (University of Virginia), Chair, CCS Committee on Education, Training and Recruitment for Cataloging (CETRC)

**Membership:** Olivia Frost (University of Michigan); Alyson Carlyle (University of Washington); Andrea Stamm (Northwestern University), member, CCS CETRC; Diane Baden (NELINET), member, ALCTS Education; Judith Cannon (Library of Congress), LC Technical Processing & Automation Instruction Office; Linda Stubbs (Library of Congress; LC Catalog Management Team liaison) .

**Principal Investigator:** Ingrid Hsieh-Yee (Catholic University of America SLIS)

**2. Points of convergence with other action items in the plan**

This charge covers both action item 5.1, which focuses on Library and Information Science (LIS) education. It is related very closely to action item 5.3, which focuses on continuing education for practitioners.

**3. Establish secretariat**

None needed.

**4. Identify sources of funding**

Library of Congress. See also #8.

**5. Identify consultants.**

Not applicable. Principal investigator to serve as consultant to the LIS Education Task Force.

**6. Draw up budget and submit requests for funding**

Dr. Hsieh-Yee will require funds for her work as PI. The funds will cover the cost of an adjunct to teach one of her Catholic University SLIS courses during the spring semester. See also #8.

## **7. Articulation of the action item**

The LC Action Plan has six goals: to provide appropriate training and education to improve bibliographic control of Web resources; to increase the number of standard records available for Web resources; to enhance access to and display of these records across systems; to collaborate with metadata standards groups; to develop automated metadata tools; and to support research and development on metadata and interoperability. The attainment of the subsequent five goals rests upon a successful outcome of the first—that is, proper training and education for the bibliographic control of Web resources.

In recent years, the need for revised curricula to prepare library technical services professional has increased dramatically, due to rapid and continual shifts in the environment in which technical services operate. In response, ALCTS has articulated a strong commitment to a more encompassing educational program, and schools of library and information science have implemented various changes in course offerings. For this reason it is appropriate and timely that ALCTS take a lead role, in strong collaboration with ALISE, to accomplish LC Action Plan item 5.1, which reads as follows:

- 5.1 Improve and enhance curricula in library and information science schools by (1) identifying and preparing students with core competencies for library technical services (e.g., analytical skills, partnering and interpersonal skills); (2) devising and conducting training to produce flexible and resourceful cataloging professionals with an appropriate mind set and values and advanced problem-solving, operations, management and information technology skills; and (3) promoting the understanding and use of metadata standards (such as Dublin Core) for describing and managing electronic and digital resources, with the goal of enabling greater participation of new LIS professionals in the development and refinement of metadata standards used both within and outside libraries.

The reports of the LC conference's Topical Discussion Groups 2 and 8 contain additional details about the intended scope of Action Item 5.1 (see [http://lcweb.loc.gov/catdir/bibcontrol/TDG\\_2.pdf](http://lcweb.loc.gov/catdir/bibcontrol/TDG_2.pdf) and [http://lcweb.loc.gov/catdir/bibcontrol/TDG\\_8.pdf](http://lcweb.loc.gov/catdir/bibcontrol/TDG_8.pdf), in particular recommendation 8.1b)

## **8. Define task components of the action item**

8a. The LIS Education Task Force is charged to request Dr. Hsieh-Yee to prepare a model curriculum for cataloging and continuing education. The proposal should focus on teaching cataloging and metadata to new librarians. The proposal should recommend specific changes and additions to existing library school curricula. It should cover the period through 2005 and contain the following sections:

Executive Summary

#### Proposal for Model Curriculum

Introduction (e.g., background, needs assessment, related work)

Rationale and significance of the program

Objectives of the program

Program components

(e.g., curricula, institutes, workshops, Web-based training)

Timeline

Contributions by individuals and organizations

(funding and other resources)

Budget

Budget narrative

Plan for program evaluation

8b. The LIS Education Task Force is charged to respond to, and revise as necessary, Dr. Hsieh-Yee's proposal and forward its approval of the proposal and its recommendations for how the proposal ought to be operationalized. The recommendations should address the questions of how to gain support from North American library schools to adopt the proposed curricula on a national level.

8c. The LIS Education Task Force is charged to follow the review and revision cycle outlined below, culminating with approval of the proposal by the ALCTS Board and LC Cataloging Directorate. Following approval of the proposal by ALCTS and LC, the ALCTS/ALISE joint task force and the PI will be discharged. It is anticipated that the ALCTS Executive Committee will then appoint an implementation group containing representation and/or funding from ALCTS, ALISE and LC.

**9. Due dates for completion of the task components and the deadline for completion of the action item, including periodic reports to the ALCTS Task Force on the LC Action Plan.**

<b>Activity</b>	<b>Who</b>	<b>Finish</b>
Convene joint task force	TF on LC Action Plan	February 2002
Draft proposal	Ingrid Hsieh-Yee	First draft by May 15 2002
Review proposal	LIS Education Task Force	May 15-ALA Annual '02
Send comments on proposal	LIS Education Task Force, to ALCTS TF on LC Action Plan	Before ALA Annual '02
Report to LC Cataloging Directorate	LIS Education Task Force	August 1 2002
Finalize proposal	Ingrid Hsieh-Yee	October 2002
Enhance proposal with recommendations to operationalize; submit for first review	LIS Education Task Force, to ALCTS TF on LC Action Plan	November 2002
Approve proposal	TF on LC Action Plan	December 1 2002
Submit program proposal	LIS Education Task Force, to ALCTS Board and LC Cataloging Directorate	Before ALA Midwinter '03
Approve proposal	ALCTS Board and LC Cataloging Directorate	At ALA Midwinter 2003
Discharge jt. task force &PI	TF on LC Action Plan	After ALA Midwinter 2003
Secure funding; appoint implementation group	ALCTS TF on LC Action Plan	February-March 2003

**10. Communications plan**

The chair of the ALCTS TF on the LC Action Plan will set up and maintain a listserv with an archive for use by the LIS Education Task Force.

The LIS Education Task Force is further charged to keep the library community informed of its activities through submission of updates to appropriate newsletters and through reporting at ALA meetings.

The LIS Education Task Force should submit quarterly electronic status reports to the LC Director for Cataloging due April 1, July 1, October 1, and January 1.

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LC-Action-LIS Education.doc  
4/24/02

Revised 03/-7/03